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ABSTRACT

AS UNIVERSITIES AND COLLEGES FACE THE FUTURE IN AN INCREASINGLY COMPLEX SOCIETY, THEY MUST RADICALLY ALTER THEIR CHARACTER. THE PAST DECADE, WHICH BEGAN WITH AN UNPRECEDENTED EXPANSION OF UNIVERSITY RESEARCH AND GRADUATE EDUCATION, HAS ENDED WITH CONFUSION AND MUCH UNCERTAINTY. THE COUNCIL OF GRADUATE SCHOOLS HAS DEVELOPED THE ORGANIZATIONAL STRUCTURE AND THE WILL TO DEAL WITH THE MAJOR ISSUES OF THE '70S. THE COMMITTEE ON POLICIES, PLANS AND RESOLUTIONS, ESTABLISHED IN 1968, IS ONE OF THE IMPORTANT MECHANISMS FOR STUDYING AND SUBSTANTIVELY CHANGING GRADUATE EDUCATION. NEW COMMITTEES INCLUDE ONE ON UNIVERSITY-FEDERAL RELATIONS, ONE ON POST-BACCALAUREATE PROGRAMS TO STUDY SUBSTANTIVE ACADEMIC MATTERS INVOLVED IN GRADUATE EDUCATION, AND A COMMITTEE ON GRADUATE ASSISTANTS. THE COMMITTEE ON THE PREPARATION OF COLLEGE TEACHERS HAS ISSUED A POLICY STATEMENT ON THE EMERGING DOCTOR OF ARTS DEGREE, RECOGNIZING THE CRITICAL NEED FOR MORE ATTENTION TO THE QUALITY OF UNDERGRADUATE TEACHING. THESE COMMITTEES AND THE INCREASING INVOLVEMENT OF DEANS OF GRADUATE SCHOOLS WILL ALLOW THE COUNCIL TO SPEAK AUTHORATIVELY ON AND DEAL EFFECTIVELY WITH ISSUES AND PROBLEMS IN GRADUATE EDUCATION. (AF)

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Alvin H. Proctor, Chairman
Council of Graduate Schools in the United States

When the Council of Graduate Schools met in San Francisco one year ago, Dean Joseph L. McCarthy, as Chairman, spoke on the topic "Planning Graduate Education." He discussed several major facets of graduate schools and issues and asserted that "rapid evolution of our graduate schools appears to be called for." His address established the precedent that the Chairman should make a brief opening statement at the Annual Meeting - one in which he not only comments about those things which concern him most, but also in which he can to some extent point toward possible future developments.

One year later it is easier for me to appreciate both his motivation and perspective. The Chairmanship is an excellent vantage point, from which one gains a strong feeling of urgency that graduate issues and problems must be faced and solved. Moreover, because of the dedicated, hard work of many graduate deans who serve on the Executive Committee and other committees, one derives an acute sense of the potential in the Council of Graduate Schools. Through their achievements, and especially the distinguished leadership of President Arlt, one becomes optimistically convinced that the graduate schools will conserve the best features of graduate education to this point in time and will move ahead in the 1970's - solving the old problems, developing new programs and policies, and grasping firmly unused opportunities to serve higher education.

The title for my remarks this afternoon is a phrase from the preface written by William Bradford in his history Of Plymouth Plantation. As he contemplated his task of recording how the settlement began and inferred, I think, how the colony should develop, he wrote that his purpose in writing would be guided by these standards: "And first of the occasion and indusments therunto; the which that I may truly unfould, I must begine at the very roote

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and rise of the same. The which I shall endeavor to manefest in a plaine stile, with singular regard unto the simple trueth in all things, at least as near as my slender judgments can attaine the same."[1]

The purpose of my comments is not to review "the roote and rise" of the Council of Graduate Schools but to comment briefly on some of the things which have been done recently and to indicate what they may portend for unfinished business at hand, "at least as near as my slender judgments can attaine the same." First, a statement of perspective: David P. Gardner wrote in a recent article that "Universities in America are at a hinge of history; while connected with their past; they are swinging in another direction. Clark Kerr's apt commentary of six years ago, however sufficient then, no longer describes adequately the revolutionary manifestations of change in the structure and purpose of higher education. The American university faces today not merely a swing 'in another direction' but an unhinging from its past."[2]

President Arlt spoke in this vein to the annual COGS workshop for new graduate deans last July and said: "Now as they [the universities and colleges] face the 21st century in an increasingly complex society, they must again radically alter their character. To him who will read the signs the directions of these changes is becoming more distinct."[3] He had read some of the signs of the times in an address to the Midwest Conference on Graduate Study and Research which met in Chicago in March;[4] and Dean McCarthy as noted earlier has indicated the necessity for rapid evolution of the graduate schools.

The key words in Dean McCarthy's assertion are "rapid" and "evolution." This decade began with unprecented expansion of university research and graduate education across the nation; the decade ends however with considerable confusion, pervasive doubt, and much uncertainty. Our magnificent educational achievements in the past are at least partially obscured by the impact of criticism on and off campus. The root and rise of both the Council of Graduate Schools and our current situation occurred in the same decade, but of course are not cause and affect!

We are in the midst of accelerating change in higher education and graduate education is the same in that respect as any other part. The whole elaborate web of education from elementary school through post-doctoral study is involved in accelerating change -- complex, exciting, significant, and so deep in nature that these changes may well be a revolution, not merely reform. The basic questions for all of us, and the special responsibility of the President and Executive Committee, is to discern the main problems and trends, ask significant questions, and propose solutions.

I believe that important steps have been taken "to read the signs" and to energize evolutionary changes in graduate education through the Council of Graduate Schools. What is the evidence that this is so?

A primary point of evidence is philosophic: after a decade of solid achievement under the leadership of President Arlt, the Council has now developed the organizational structure and, more importantly, the will to deal with major problems and issues in the 1970's. I believe that this national organization of graduate schools is committed to the principle that we cannot permit issues and problems to go unattended; that common policies involving standards of high quality and logical, coherent graduate procedures must be evolved through cooperative effort and consensus; that policy vacuums, as far as this organization is concerned, will not be allowed to develop with the result that we have either random innovations by individual schools or have other national organizations moving into the realms of graduate matters to define policies.

The second point of evidence is both qualitative in effect and procedural. When the Executive Committee met in 1968 at San Francisco, it established a new committee of prime importance, the Committee on Policies, Plans, and Resolutions. In my judgment, this committee after a year's development has become second only to the Executive Committee in organizational and functional importance as the mechanism by which we will move ahead in the next decade to study and make substantive academic and procedural changes in graduate education. To characterize the CPPR in this fashion

does not in the least denigrate the importance and necessity or the achievements of our traditional committees.

The Committee on Policies and Plans was conceived as one which would study and evaluate main issues and problems in graduate education; which would discern new developments and incipient trends before they became large and unmanageable; which would perceive significant policy vacuums which COGS should fill; which would inquire into the major concerns of graduate deans across the nation; and which would recommend to the Executive Committee which issues and problems should be thoroughly studied and how this could be done most effectively. If one may borrow a phrase from political history, the Committee on Policies and Plans would become the "brain trust" or quasi "kitchen cabinet" on graduate matters for the Executive Committee.

If like William Bradford I may also speak "in a plaine stile," this new Committee under the superb chairmanship of Dean Herbert Rhodes has more than exceeded expectations. The Committee began its work early this year; its chairman wrote to many deans in our diverse constituency and asked them to indicate not only their own problems and concerns but also those generic matters which should command the attention of the Council. The deans were almost too generous in their response, providing a data bank of opinion which will continue to be useful. Through its Chairman the Committee made its first recommendations to the Executive Committee in July and several of them were accepted and will be implemented in 1970.

For example, the Rhodes Committee recommended that we employ additional research staff for President Arlt's office -- a judgment concurrently and independently considered by the President and members of the Executive Committee. It also recommended that beginning with the Annual Meeting in 1970 the Committee on Policies and Plans should be assigned one of the plenary sessions which could serve as a COGS forum under its full responsibility, and this will be done.

The recommendation was also made and approved to establish a new advisory Committee on University-Federal Relations -- vital relations

which concern us all and which are in a fluid and evolving condition. The duties of this new committee have scarcely yet been defined beyond that of assisting the President in his arduous work of representing the Council to governmental agencies and bodies; but let us hope that it will heed Dean John Perry Miller's adomonition:"...our emphasis has been too much upon the magnitude of our needs and too little upon the character of our needs. We cannot afford much more bounty upon the terms on which we have been receiving it."[5] The Committee on University-Federal Relations has been directed to call to our attention questions affecting graduate education which arise out of contemplated or completed legislative decisions or administrative actions of agencies of the federal government. Its advice to the President and Executive Committee should indeed be helpful.

Another new committee is that on Post-Baccalaureate Programs. It has a broad directive to study any substantive academic matter involved in graduate education -- such questions as residency, degree requirements, admissions, curricula, and broad matters of good practice. There are many substantive academic matters which obviously need attention on every campus and this committee must help define the scope of its research. As President Glass of AAAS recently wrote, "...educational obsolescence is forced upon us by the rapidity with which science and technology grow and bring about change in human society....Our schools and universities seem to have made little change in organization, or even in curricula, to counteract educational obsolescence in our time."[6] It is time that we did so.

The Executive Committee also established a new committee on Graduate Assistants to study the role of the assistants and the responsibilities of the graduate schools to them. The importance of this assignment -- the impact of thousands of graduate assistants upon both the graduate school and undergraduate students -- is so obvious that further elaboration is unnecessary.

Dean McCarthy and the Committee on Graduate Costs will report to

the Council at the business session on Saturday morning concerning its efforts and problems. The Committee on the Preparation of College Teachers will also present a resolution dealing with the emerging Doctor of Arts degree. Early next year the Committee will circulate for your comments a draft statement of guidelines and standards for the preparation of college teachers. Such a policy statement is long overdue from COGS. The U. S. Office of Education has said that it wants it; and three weeks ago the American Association of State Colleges and Universities approved for publication its own detailed statement of guidelines for the Doctor of Arts degree "for college teachers." At that same meeting one of the major foundations indicated its current discussion of plans to finance pilot projects for the development of this degree, which is in fact already being developed in several leading graduate schools and in emerging doctoral granting institutions.

The Ph. D. degree is and should continue to be the highest research degree. However, as Dean Miller wrote, "Teaching in the liberal tradition requires talent of the highest order -- comparable in quality to that required for the best research..."[7] There must be no less attention to research but certainly we must give more attention to the critical need for high quality undergraduate college teaching and the best preparation of such teachers. I hope that we can resist sterile arguments and in responding to the problem "listen to our head as well as our heart."

This morning the Executive Committee considered recommendations that committees be established or be reconstituted to deal with Financial Aid to Graduate Students, Graduate School Public Relations (non-federal), Graduate School Covernance and Administrative Organization, Graduate Student Relations, and one on Graduate Instruction. As you know, Dean Michael Pelczar has become chairman of the Committee on Policies and Plans for 1970 and he and his colleagues will no doubt continue to add to its achievement.

There may be those who believe and with some justice that all of us

already suffer from committee fatigue and committee impotence, and for some this may be so. But "...graduate education today is exceedingly complex, no two institutions are exactly alike, and the scene is continually and rapidly changing in detail...."[8] The task of research and study is too difficult and too important to be carried on by a handful of deans. We must broaden the base of support and communication with each other; we must tap the wisdom and expertise of deans from many institutions. Having done so, a difficult problem still remains: how do we translate committee research and published policies into viable policies and procedures within the member institutions?

The role of the Council will in broad outline continue as in the past. It is not an accrediting or legislative organization and the autonomy and unique characteristics of the individual institutions must be preserved and defended. Nevertheless, the graduate schools must collectively speak more effectively to our individual members, to governmental agencies, and to other organizations, both in strength of voice and in point of time. I should like to make this suggestion: that somehow we devise methods by which proposed statements of standards and policies are referred to all COGS members for preliminary consideration. The consultative process must somehow be broadened on serious matters; the wisdom of the deans must be utilized on a broad base. The Committee on Policies and Plans took the first step when it widely consulted the deans in identifying the questions and problems with which we should and will deal. The next step has now been tentatively taken in the establishment of several new committees with broadly based membership. The third step will be to devise and implement procedures by which proposed policy statements have at least widespread consideration by the member deans before adoption and publication.

But I do not wish to be misunderstood. There is no simplistic organizational structure and procedure to effect our ends. An overabundance of "town-hall democracy" could sometimes cripple the Council's effectiveness. Our distinguished President and the Executive

Committee and its standing committees have served the Council exceptionally well during the "roote and rise of the Same." The record stands for all to see; and in the evolutionary changes which are bound to come in the 1970's, the Executive Committee and the President must (and most certainly will) continue to exert strong leadership. They will as they have in the past officially speak for the Council when the immediate situation requires such, even though broad consultation is not at the moment possible. This is always the task and responsibility of leadership. But I am sure that recent events in the Council exhibit a new trend toward wider participation and more direct involvement of many deans.

May I conclude these remarks by quoting from a letter which the graduate dean of an "emerging" urban university wrote to Dean Rhodes: "I think that the graduate deans and their distinguished national bodies must guard themselves from an image of appearing so much above day-to-day realities that we run the risk of losing contact with the real world. In other words, I am disturbed by a gap, <u>or at least a lag</u>, [italics mine] between the major educational problems as identified by other national educational groups and our own base of operations. Could we not, in some systematic way, pull out the really relevant items of national concern for graduate education and then translate these into action in the CGS activities?"[9]

The Council of Graduate Schools must become even more distinctively and energetically the organization <u>which speaks authoritatively at the right time on graduate matters</u>. It can do so if it addresses itself with greater unity and aggressiveness to the problems of graduate education. Through the wisdom of its members it can offer viable solutions for many evolving problems, solutions which are acceptable to the public which pays the bill and to students and faculty, viable for our governmental relations, and consistent with our own graduate traditions of high academic quality and institutional autonomy.

Of

[1] Bradford, William, Plymouth Plantation, 1620-1647 (edited by Samuel Eliot Morison, New York, 1953)

[2] David P. Gardner, "The Power Struggle to Convert the University," Educational Record, L, No. 2 (Spring, 1969), p. 113

[3] Gustave O. Arlt, "The Future of Graduate Education," manuscript, p. 10, Lake Arrowhead California, July 11, 1969. (See the proceedings of the Workshop.)

[4] ibid., "Perspectives for Graduate Education in the Years Ahead," manuscript, p. 10, Midwest Conference on Graduate Study and Research, Chicago, March 25, 1969. (The address will be published in the Proceedings for 1969.)

[5] John Perry Miller, "Unfinished Business of the Graduate Dean," Ventures, IX, No. 1 (Spring, 1969), p. 6

[6] H. Bentley Glass, "Letter from the President," AAAS Bulletin, September, 1969, p. 2

[7] John Perry Miller, "The Liberal Arts: A Time of Challenge and Opportunity," Ventures, VIII, No. 2 (Fall, 1968), p. 8. See also: ibid., IV, No. 2 (Fall, 1964), for a discussion of research and teaching; and the statement in the report of the Select Committee on Education, Education at Berkeley, March, 1966, pp. 3-7, 39-41

[8] Report Prepared for the National Science Board, Graduate Education. Parameters for Public Policy (Washington, D. C., 1969), p. v

[9] Wesley J. Dale to Herbert D. Rhodes, April 7, 1969